

## McLaurin Elementary

1400 McMillan Lane  
Florence, SC 29506

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	614 Students	
<b>Principal</b>	Deborah Cribb	843-664-8457
<b>Superintendent</b>	Larry L. Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	34	51	3	0

## IMPROVEMENT RATING

## AVERAGE

## ADEQUATE YEARLY PROGRESS

## YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Good	No
<b>2005</b>	Average	Unsatisfactory	No
<b>2006</b>	Average	Average	Yes

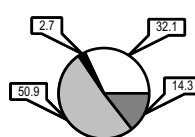
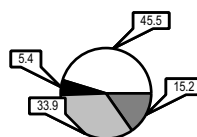
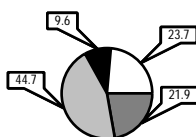
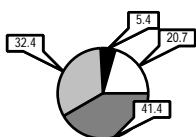
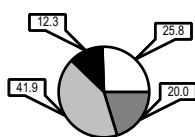
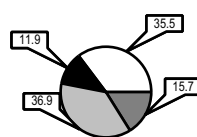
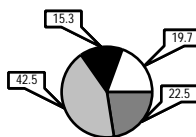
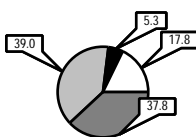
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	134	99.3	21.8	33.6	39.5	5.0	52.1	Yes	Yes
<b>Gender</b>									
Male	68	98.5	27.4	25.8	41.9	4.8	50.0	N/A	N/A
Female	66	100.0	15.8	42.1	36.8	5.3	54.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	50	98.0	8.3	16.7	62.5	12.5	81.3	Yes	Yes
African American	78	100.0	30.4	46.4	23.2	0.0	31.9	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	102	100.0	13.3	34.4	45.6	6.7	62.2	N/A	N/A
Disabled	32	96.9	48.3	31.0	20.7	0.0	20.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	134	99.3	21.8	33.6	39.5	5.0	52.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	130	99.2	22.0	33.1	39.8	5.1	52.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	76	98.7	30.9	44.1	25.0	0.0	33.8	Yes	Yes
Full-pay meals	58	100.0	9.8	19.6	58.8	11.8	76.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	134	100.0	24.2	44.2	22.5	9.2	42.5	Yes	Yes
<b>Gender</b>									
Male	68	100.0	20.6	46.0	23.8	9.5	46.0	N/A	N/A
Female	66	100.0	28.1	42.1	21.1	8.8	38.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	50	100.0	10.2	44.9	28.6	16.3	57.1	Yes	Yes
African American	78	100.0	34.8	43.5	18.8	2.9	31.9	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	102	100.0	16.7	45.6	25.6	12.2	51.1	N/A	N/A
Disabled	32	100.0	46.7	40.0	13.3	0.0	16.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	134	100.0	24.2	44.2	22.5	9.2	42.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	130	100.0	24.4	43.7	22.7	9.2	42.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	76	100.0	34.8	43.5	18.8	2.9	30.4	Yes	Yes
Full-pay meals	58	100.0	9.8	45.1	27.5	17.6	58.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	133	100.0	45.4	34.5	15.1	5.0	20.2
<b>Gender</b>							
Male	67	100.0	41.9	35.5	16.1	6.5	22.6
Female	66	100.0	49.1	33.3	14.0	3.5	17.5
<b>Racial/Ethnic Group</b>							
White	50	100.0	24.5	32.7	30.6	12.2	42.9
African American	77	100.0	61.8	35.3	2.9	0.0	2.9
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	101	100.0	39.3	38.2	15.7	6.7	22.5
Disabled	32	100.0	63.3	23.3	13.3	0.0	13.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	133	100.0	45.4	34.5	15.1	5.0	20.2
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	100.0	44.9	34.7	15.3	5.1	20.3
<b>Socio-Economic Status</b>							
Subsidized meals	75	100.0	61.8	32.4	5.9	0.0	5.9
Full-pay meals	58	100.0	23.5	37.3	27.5	11.8	39.2

<b>Social Studies</b>							
All Students	133	100.0	32.8	51.3	13.4	2.5	16.0
<b>Gender</b>							
Male	67	100.0	35.5	45.2	16.1	3.2	19.4
Female	66	100.0	29.8	57.9	10.5	1.8	12.3
<b>Racial/Ethnic Group</b>							
White	50	100.0	18.4	51.0	24.5	6.1	30.6
African American	77	100.0	44.1	50.0	5.9	0.0	5.9
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	101	100.0	30.3	50.6	15.7	3.4	19.1
Disabled	32	100.0	40.0	53.3	6.7	0.0	6.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	133	100.0	32.8	51.3	13.4	2.5	16.0
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	100.0	32.2	51.7	13.6	2.5	16.1
<b>Socio-Economic Status</b>							
Subsidized meals	75	100.0	45.6	45.6	8.8	0.0	8.8
Full-pay meals	58	100.0	15.7	58.8	19.6	5.9	25.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	62	100.0	11.1	44.4	35.2	9.3	44.4
	4	82	98.8	20.8	50.0	29.2	0.0	29.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	98.6	19.0	28.6	46.0	6.3	52.4
	4	62	100.0	25.0	39.3	32.1	3.6	35.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	62	100.0	27.8	55.6	13.0	3.7	16.7
	4	82	98.8	37.5	30.6	23.6	8.3	31.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	25.0	50.0	23.4	1.6	25.0
	4	62	100.0	23.2	37.5	21.4	17.9	39.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	62	100.0	57.4	22.2	16.7	3.7	20.4
	4	82	98.8	47.2	33.3	13.9	5.6	19.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	37.5	37.5	18.8	6.3	25.0
	4	61	100.0	54.5	30.9	10.9	3.6	14.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	62	100.0	22.2	55.6	14.8	7.4	22.2
	4	82	98.8	22.2	41.7	29.2	6.9	36.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	29.7	53.1	14.1	3.1	17.2
	4	61	100.0	36.4	49.1	12.7	1.8	14.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 614)</b>				
First graders who attended full-day kindergarten	99.1%	Down from 100.0%	100.0%	100.0%
Retention rate	6.7%	Up from 3.5%	2.7%	2.8%
Attendance rate	96.2%	Up from 95.3%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.4%	0.0%	0.0%
Eligible for gifted and talented	4.8%	Down from 10.1%	12.0%	10.4%
On academic plans	50.0%	N/AV	33.6%	33.6%
On academic probation	N/A	N/AV	1.3%	1.0%
With disabilities other than speech	6.8%	Down from 8.3%	8.3%	7.5%
Older than usual for grade	4.6%	Up from 2.9%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 38)</b>				
Teachers with advanced degrees	47.4%	Up from 47.2%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.9%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.2%	0.0%	0.0%
Teachers returning from previous year	90.4%	Up from 85.2%	88.3%	87.3%
Teacher attendance rate	97.1%	Up from 97.0%	94.8%	94.9%
Average teacher salary	\$43,118	Up 8.1%	\$43,011	\$42,485
Prof. development days/teacher	24.2 days	Up from 19.2 days	13.5 days	13.3 days
<b>School</b>				
Principal's years at school	7.5	Up from 6.5	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Up from 14.5 to 1	18.8 to 1	18.6 to 1
Prime instructional time	89.1%	Down from 90.3%	89.8%	89.7%
Dollars spent per pupil*	\$6,478	Down 10.7%	\$6,404	\$6,557
Percent of expenditures for teacher salaries*	59.4%	Down from 61.3%	64.1%	64.0%
Percent of expenditures for instruction*	65.5%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	85.3%	Down from 96.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	8.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The staff, students, and parents at McLaurin Elementary are proud of the progress we have made this year. McLaurin students continue to improve academically, and the attendance rate for all students has improved. Among our other accomplishments are the following:

We expanded our Montessori program to include an on-site class for three-year-olds in a neighborhood housing project.

Our teachers continued extensive staff development in early literacy and began focused staff development in math.

We provided after school tutoring for 57 students.

We provided enrichment classes on site for 42 students.

McLaurin students read over 33,000 books this year.

Our staff is dedicated to providing students with a strong academic program enhanced with an equally strong focus on character. Daily communication with our parents through student agenda books is a means to keep parents informed and involved in their children's education.

McLaurin's Association of Parents (APT) and our School Improvement Council are vital to the success of McLaurin. Our APT raised funds to offer financial support for the overall program at McLaurin. Our School Improvement Council and APT focus for this year was improving student attendance at McLaurin. Weekly incentives and nine-week celebrations for students achieving their goals were sponsored by these groups. We continue to have strong parental involvement in meetings, conferences, and other events offered at school. McLaurin is a community where expectations are high, and everyone is encouraged to be a lifelong learner.

Deborah Cribb, Principal

Sherry Young, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	20	51	45
Percent satisfied with learning environment	85.0%	92.2%	79.5%
Percent satisfied with social and physical environment	85.0%	94.0%	80.0%
Percent satisfied with school-home relations	75.0%	88.2%	93.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.